Part 2. The evaluation schedule – how schools will be judged

Background to the evaluation schedule

The evaluation schedule must be used in conjunction with the guidance set out in Part 1 of the 'School Inspection Handbook' and the 'Common inspection framework: education, skills and early years' (the CIF).

The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. Inspectors must interpret grade descriptors in relation to pupils' age, stage and phase of education.

In line with the CIF, inspectors will make key judgements on the following areas:	Inspectors use the following four-point scale to make all judgements, including, where applicable, judging the effectiveness of the early years provision and the 16 to 19 study programmes:
overall effectiveness	grade 1: outstanding
effectiveness of leadership and management	grade 2: good
quality of teaching, learning and assessment	grade 3: requires improvement
personal development, behaviour and welfare	grade 4: inadequate.
outcomes for pupils.	

Overall effectiveness: the quality and standards of education

Overall effectiveness: the quality and standards of education

Inspectors must use all their evidence to evaluate what it is like to be a pupil in the school. In making their judgements about a school's overall effectiveness, inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. If it is not good, then inspectors will consider whether it requires improvement or is inadequate.

In judging the overall effectiveness, inspectors will take account of the four key judgements. Inspectors should first make the key judgements on:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

In coming to each of these key judgements, inspectors will also draw on evidence from inspection of any early years provision or from the 16 to 19 study programmes (the sixth form provision) and consider its impact in the wider context of the school.

Inspectors will then judge the effectiveness of any early years provision or the 16 to 19 study programmes. For either case or both, inspectors must provide a grade and write sections in the report that summarise the key findings and explain the effectiveness grading.

The grade for early years and/or the grade for the 16 to 19 study programmes may be the same as, higher or lower than the overall effectiveness grade. Inspectors will take into account the size of the early years and sixth form provision in relation to the size of the school, when considering the impact of these judgements on the overall effectiveness grade. Inspectors will explain any difference between the early years and/or 16 to 19 provision and the overall effectiveness grades in the report.

Inspectors will then make the key judgement on the effectiveness of leadership and management. In making this judgement, inspectors must take into proportionate account any significant issues in the quality of early years provision and/or 16 to 19 study programmes that may have an impact on judging the effectiveness of the leadership and management of the school as a whole.

Inspectors will always make a written judgement in the section on leadership and management about the effectiveness of the arrangements for safeguarding pupils.

Before making the final judgement on the overall effectiveness, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development
- the extent to which the education provided by the school meets the needs of the range of pupils at the school including:
  - disabled pupils
  - pupils who have special educational needs.

Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Grade descriptors for overall effectiveness

Outstanding (1)	Good (2)	Requires improvement (3)	Inadequate (4)
The quality of teaching, learning and assessment is outstanding.	The quality of teaching, learning and assessment is at least good.	Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement.	The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.
All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.	All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.	There are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.	
The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.	Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.	Safeguarding is effective.	
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Effectiveness of leadership and management

Effectiveness of leadership and management

The CIF sets out the overarching criteria for judging the effectiveness of leadership and management.

In making this judgement in schools, inspectors will consider:

- the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils

- whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

- whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm

- the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement

- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare

- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities

- how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this

- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this

- how well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this

- the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school

- how effectively leaders monitor the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this

- how well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils

- how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this

- the effectiveness of governors in discharging their core statutory functions

- how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community

- the effectiveness of safeguarding

- the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

Where the school has received external support, for example from the local authority, academy proprietor or trust, inspectors will evaluate and report on the quality and the impact of the external support and challenge on improvement in the school.

Sources of evidence

Inspectors will obtain a range of evidence from meetings with leaders and governors and first-hand evidence of their work across the school. Inspectors will use documentary evidence provided by the school, evaluating the impact of leaders' and governors' work, both currently and over time, in conjunction with first-hand evidence. Responses to the staff questionnaire and Parent View will also provide useful evidence for judging the culture that has been established in the school by leaders and managers.

Inspectors should consider any evidence the school has from regularly surveying the staff and how leaders and managers have responded to concerns raised by staff or parents, for example about how teachers are supported by senior leaders to tackle low-level disruptive behaviour. Inspectors will always report on the school's activity to survey staff, whether through the school's internal procedures or its use of the Ofsted questionnaire (they will do this in the 'information about this inspection' section).

Safeguarding

In judging the effectiveness of leadership and management, inspectors must also judge whether the school's arrangements for safeguarding pupils are effective, and whether the governing body ensures that these arrangements are effective. There is detailed guidance on evaluating safeguarding arrangements in 'Inspecting safeguarding in early years, education, skills settings'.

Governance

Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors, academy trustees or members of the school's local board. In a multi-academy trust, this is likely to include members of the local governing board or advisory board at school level as well as the multi-academy trust trustees.

Where a children's centre is managed directly by the school's governing body, inspectors will consider the impact of any judgements about the children's centre or the services and activities offered through or by the centre, in judging leadership and management.

Inspectors will consider whether governors:

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition

- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school

- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school

- understand how the school makes decisions about teachers' salary progression and performance

- performance manage the headteacher rigorously

- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school

- ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils

- ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium

- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

Inspectors will report on the achievement of disabled pupils and those who have special educational needs. This includes reporting on the pupils in any specialist resource provision managed by the governing body and the extent to which the education the school provides meets the needs of these pupils.

Inspectors will recommend an external review if governance is weak. Under 'What the school should do to improve further', inspectors should use the following words in the report: 'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'

The school should decide how this review will take place and commission it. Reviews should be developmental. They do not represent a further inspection, although inspectors will follow up on the review during any subsequent inspection. Full details of what might be the form and nature of such reviews can be found at: www.gov.uk/reviews-of-school-governance.

Use of the pupil premium

Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years

- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact

- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

Inspectors will recommend an external review of the school's use of the pupil premium if they identify specific issues regarding the provision and outcomes for disadvantaged pupils. The form of words to be used in the inspection report is: 'An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.'

This means that the school should seek support from an independent external system leader with a track record of accelerating disadvantaged pupils' achievement. Full details of what might be the form and nature of such reviews can be found at: www.gov.uk/pupil-premium-reviews. Inspectors will follow up on the review during any subsequent inspections.

Grade descriptors for the effectiveness of leadership and management

Outstanding (1)	Good (2)	R.I. (3)	Inadequate (4)
Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.	Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.	Leadership and management are not yet good.	Leadership and management are likely to be inadequate if one or more of the following applies.
Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.		Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.	Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.		Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.
Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.	Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.		Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged pupils.
Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.		The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.
Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.	Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.		The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.			
The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.	Safeguarding is effective.	Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.
Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.			Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.
Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.		
	Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.		Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern or insufficient action is taken to remedy weaknesses following a serious incident.
Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.	Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.		Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.
Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.	Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.		